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INSTITUTIONAL EFFECTIVENESS

Assessment News

April 26, 2013

Volume 12, Issue 4

Non-Tenured/Non-Tenure-Track Instructors in SNC Students' First Year, 2009-2012

by Kevin Quinn,
Associate Academic Dean

Background

This article summarizes SNC students' experience with tenured and tenure-track (TT) vs. non-tenured/non-tenure track (Non-TT) instructors with an emphasis on their first year. The data for the analysis was generated by the Office of Institutional Effectiveness in March of 2013 and covers the period from Fall of 2009 through the Fall of 2012. Courses with enrollments of one or two students were omitted from the study.

Instructor Resources and Course Offerings

A reasonable starting point is a broad view of the instructional human resources that have been made available to SNC undergraduate students during the study period. **The number of FTE undergraduates increased by 5.6% between Fall, 2009 and Fall, 2012 (Figure 1), while the total number of courses offered to SNC students increased by 7.6% (Figure 2).**¹

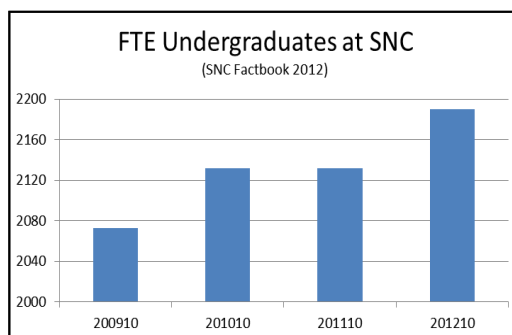


Figure 1

(Continued on Page 2)

Diversity Planning and Equity at SNC: Exploring the Equity Scorecard Approach

by Cheryl Carpenter-Siegel,
Senior Advisor to the President for
Diversity and Inclusion

Editor's Note: The Committee on Equity, Diversity and Inclusion (CEDI) and the Office of Institutional Effectiveness partnered during the 2010-2011 and 2011-2012 academic years to pilot elements of the Equity Scorecard process. Vital signs data from multiple sources (e.g. the Banner database, SNC Current Student Survey, HERI Senior Survey, (IPEDs) were assembled and disaggregated by categories of interest. In several brief discussions, CEDI has begun to identify and discuss differences among groups that may have equity implications. The sub-committee tasked with reviewing different approaches to diversity planning and recommending an approach for St. Norbert College included Cheryl Carpenter-Siegel, Bridget Martin, De'Ette Radant, Joe Susag and Bob Rutter. The Equity Scoreboard process is described in detail below.

The scorecard is a tool and an established process to develop evidence-based awareness of race-based inequities among practitioners and to instill a sense of responsibility for addressing these gaps. Simply put, the outcome sought through the Equity Scorecard is for campus practitioners, including presidents, faculty members, counselors, deans, and directors, to become local experts on the educational outcomes of minority students within their own campus and to come to view these

Inside this Issue:

Non-Tenured/Non-Tenure-Track Instructors in SNC Students' First Year, 2009-2012	1-4
Diversity Planning and Equity at SNC: Exploring the Equity Scorecard Approach	1, 2 4-5
Varsity Athletics and Academic Performance at SNC: An Exploratory Study	5-6

Conference Opportunities

Institute on General Education and Assessment, June 1-5, 2013, The University of Vermont, Burlington, Vermont.

National Conference on Student Assessment 2013, Gaylord National Resort, National Harbor, MD, June 18-22, 2013.



Assessment Resources

Office of Institutional Effectiveness
Main Hall, Room 100
Phone: 403-3855
FAX: 403-4096
Web site: www.snc.edu/oie/

Non-Tenured/Non-Tenure-Track Instructors in SNC Students' First Year, 2009-2012 (Continued from Page 1)

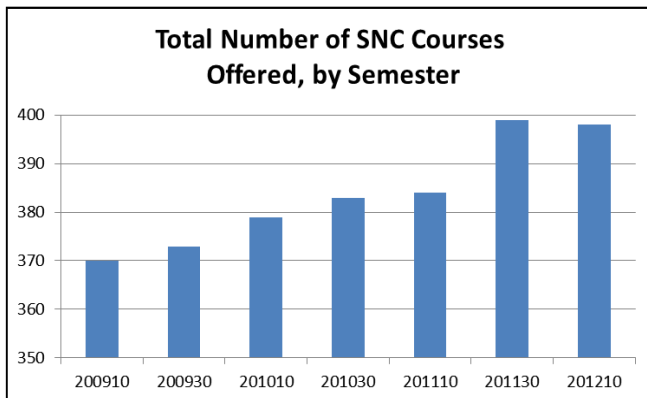


Figure 2

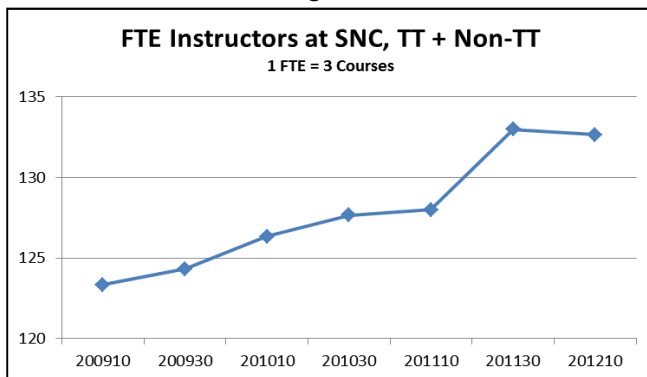


Figure 3

Figure 3 converts the number of courses into FTE instructors equating three courses offered to one FTE instructor.³

The bottom line is that the number of instructors has grown slightly more quickly than the number of students from the Fall of 2009 through the Fall of 2012. The number of FTE undergraduates per FTE instructor fell by 1.7% from 16.8 to 16.5 during that time.

Diving a bit deeper into the data indicates that nearly all of the growth in courses offered at the College from Fall, 2009 to Fall, 2012 was due to increases in the use of non-TT instructors (Figure 4). **The number of FTE TT instructors remained largely unchanged (from 82.0 to 80.7) while there was a 26% increase in the number of FTE non-TT instructors (from 41.3 to 52.0).**

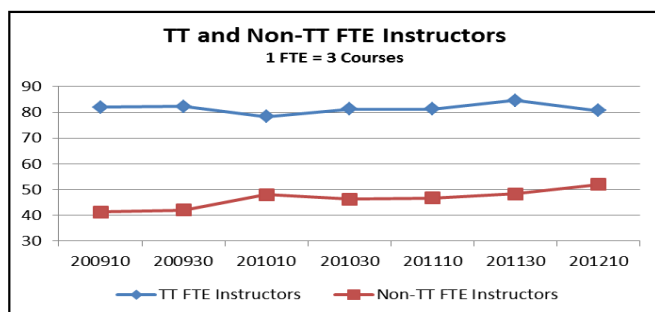


Figure 4 (Continued on Page 3)

Diversity Planning and Equity at SNC: Exploring the Equity Scorecard Approach (Continued from Page 1)

outcomes as a matter of institutional responsibility. (Harris III, and Bensimon, 2007, p.79).

During Academic Year 2011-2012 the Comprehensive Diversity Plan subcommittee of the St. Norbert College Committee on Equity, Diversity and Inclusion (CEDI) reviewed four models of diversity planning in higher education: Equity Scorecard, Dimensions of Diversity, Inclusive Excellence, and Enacting Diverse Learning Environments. The subcommittee saw value in each of these models, but found the Equity Scorecard approach to be the most compelling. Funded by a grant from The James Irving Foundation, the Center for Urban Education in the Rossier School of Education at the University of Southern California developed the theory and methodology of the Equity Scorecard, initially called the Diversity Scorecard (Bensimon, 2004). Stressing collaborative and informed processes of organizational change for greater diversity and inclusion, the Equity Scorecard model involves organizational learning about equitable/inequitable outcomes in the core areas of access, retention, institutional receptivity, and excellence as the basis for ongoing and active diversity planning. Moreover, it provides a process for identifying necessary changes in organizational practices to address inequities and monitor improvement (Bensimon, 2004, 2012; Harris III and Bensimon, 2007).

To explore the viability of adopting the Equity Scorecard approach at SNC, Robert Rutter, AVP Institutional Effectiveness and member of the CEDI Comprehensive Diversity Plan subcommittee, worked with OIE staff to compile data from existing institutional sources, a necessary initial step if SNC were to adopt the Equity Scorecard approach. The Summary and comparison tables were generated as a pilot effort to disaggregate existing SNC data by key diversity categories to compare outcomes for students belonging to different categories. While the Equity Scorecard literature emphasizes disaggregating according to race and ethnicity to identify inequalities, the SNC pilot data summaries and comparisons take into account the kind and scope of diversity currently in the St. Norbert student population. For SNC, the data are disaggregated by the following categories: Gender, White/Non-White, First Generation, and SES. Academic major and high school GPA are also included for points of comparison.

According to the Equity Scorecard approach, this data would be considered "vital signs" data. Bensimon and Hanson (2012) explain: "The vital signs consist of data

(Continued on Page 4)

Non-Tenured/Non-Tenure-Track Instructors in SNC Students' First Year, 2009-2012 (Continued from Page 2)

Figure 5 shows that approximately 30% percent of all SNC courses are taught by non-TT faculty. A separate analysis (not shown here) indicates little difference between the final grades assigned by TT and non-TT instructors across all students.

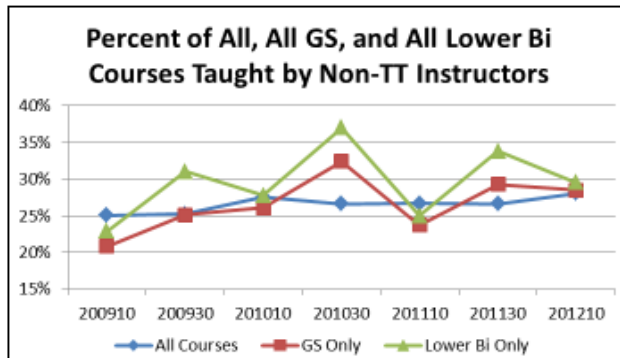


Figure 5

Non-Tenured/Non-Tenure-Track Faculty in the First Year

We now turn to the frequency with which first-year students enroll in courses taught by non-TT faculty. Figure 6 shows that approximately one-third of the courses into which first-year students are enrolled are taught by non-TT faculty, with a slightly higher percentage in the Spring than the Fall semesters. Figure 7 indicates that the percentage of SNC students experiencing two or more non-TT instructors in either their first fall or spring semester increased from 30.3% to 45.3% from Fall of 2009 to Fall of 2012.

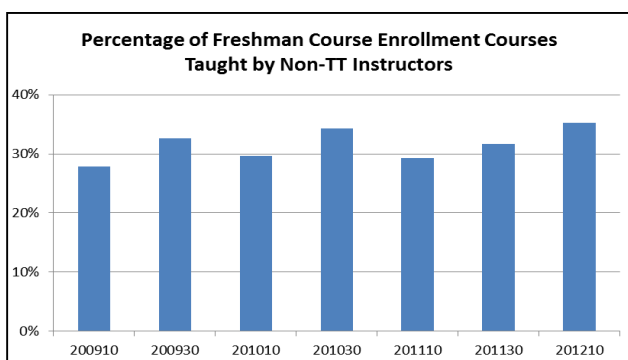


Figure 6

Figure 8 shows that the percentage of SNC first-year students with three or more non-TT instructors in either of their first two semesters increased from 13.3% to 18.6% during that time. **That is, not quite half of first-year SNC students in the Fall of 2012 took two or more non-TT instructors for academic credit, with more than one out of six taking three or more non-TT instructors for credit.**

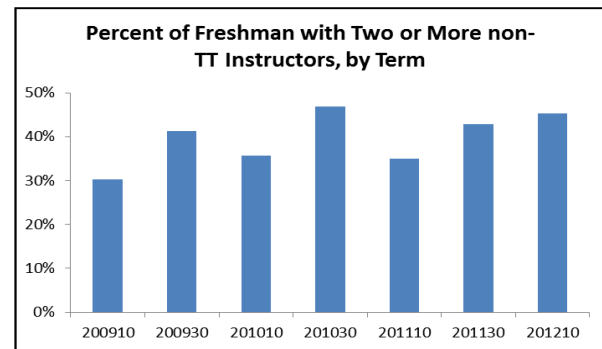


Figure 7

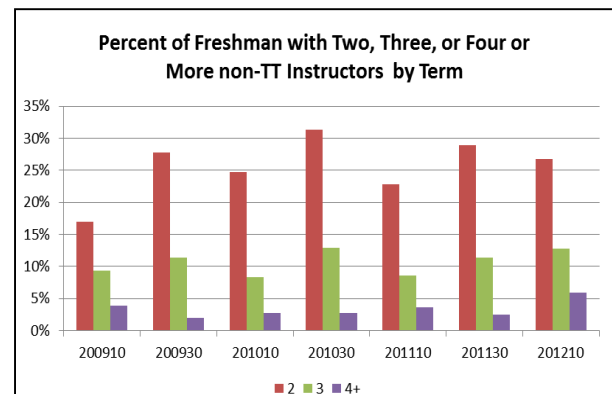


Figure 8

Figure 9 depicts the percentage of each entering freshman cohort with varying portions of their first semester courses taught by non-TT instructors. **Approximately 60% of first-year students take a quarter or less of their freshman credits from non-TT instructors, with about a third of them taking about half or more of their freshmen credits from non-TT instructors.**⁴

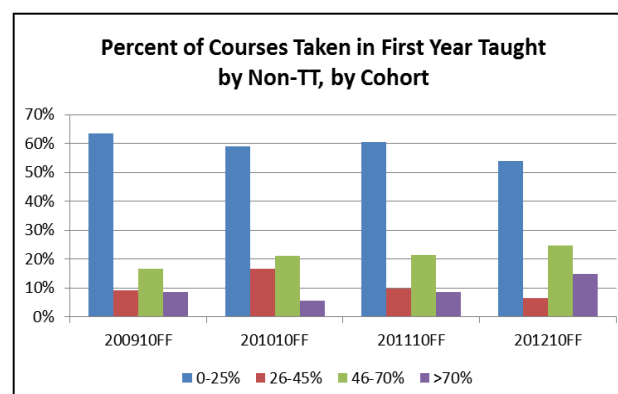


Figure 9

Figure 10 and Figure 11 show the percentage of first-year credits taught by non-TT faculty by selected demographics typically associated with retention risk. Hispanics and students of color are considerably more likely to take 70%+ of their first (Continued on Page 4)

Non-Tenured/Non-Tenure-Track Instructors in SNC Students' First Year, 2009-2012

(Continued from Page 3)

year course credits from non-TT instructors than other students. Male students are slightly more likely to take 70% of their first year credits from non-TT instructors. Students with lower HS GPAs, lower ACT scores, lower family adjusted gross income, and higher unmet need are all more likely to have more non-TT instructors in their first year experience than average for their cohorts.

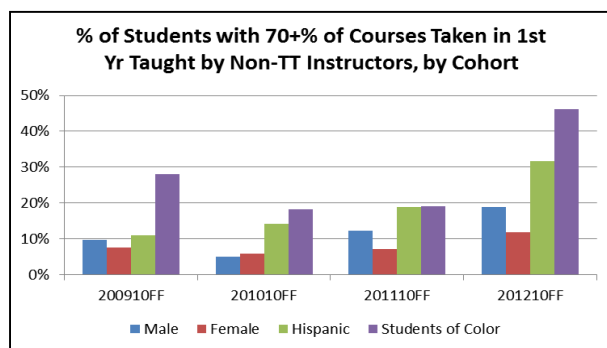


Figure 10

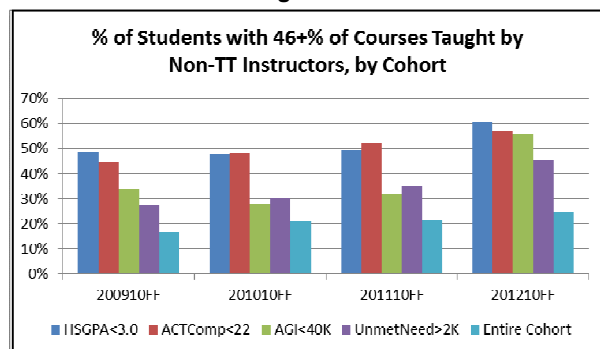


Figure 11

End Notes

¹Excludes ESL, Military Science, International Education, Washington Semester, American University (D.C.), Graduate Courses, and courses with only one or two students.

²SNC uses a six digit coding scheme to identify individual semesters. The first four digits indicate the year: "2009" refers to the 2009-10 academic year, while "2012" is used for the 2012-13 academic year. The second two digits indicate the semester: "10" is Fall, "20" is J-term, "30" is Spring, and "40" is summer. Thus, 200910 is the Fall of 2009 and 200930 is the Spring of 2010.

³Note that this approach counts sabbaticals, reassigned time (and courses with fewer than three students counted for load) for tenured and tenure-track faculty as the loss of TT FTEs.

⁴Note that the percentage of courses first-year students take from non-TT instructors is typically higher in the Fall due to IDIS 100, the Academic Enhancement Program and other factors. This means that the Fall 2012 cohort cannot be properly compared to earlier cohorts until Spring 2013 data is included in this analysis.

Diversity Planning and Equity at SNC: Exploring the Equity Scorecard Approach

(Continued from Page 2)

Hanson (2012) explain: "The vital signs consist of data that are routinely collected on most campuses, disaggregated by race and ethnicity. We call them vital signs because they provide insight into the 'health' and 'status' of an institution with respect to equity and student outcomes" (p. 68).

In the Equity Scorecard process, if the data indicate that an institution is falling short in any area of equity, further inquiry is mandated to discover the source of the shortcomings in equity outcomes.

....evidence teams composed of faculty, staff, and administrators examine educational outcome data, disaggregated by race and ethnicity, to assess the nature of inequities on their campus and delve deeper into finer and finer-grained measures to understand *where* and *when* these inequities occur. (Bensimon and Hanson, 2012, p. 70)

From an Equity Scorecard perspective, this inquiry should always be framed in terms of institutional performance, taking an "equity-minded" perspective rather than a "student deficit perspective" (Bensimon, 2012). Simply put, equity-minded means using a framework that "places the institution as the responsible agent for the unintended creation of inequity and for the actions to correct it" (Bensimon, 2012, p.35) whereas the deficit-minded perspective "blames students for the inequities that they experience" (Bensimon, 2012, p. 34).

Bensimon and Hanson (2012) describe how trained facilitators guide Equity Scorecard teams to the next steps in the Equity Scorecard process.

Guided by thoughtful facilitation of team leaders and institutional researchers, teams select three to five of these fine-grained measures, or indicators, to continually monitor. In doing so, they inquire deeply into their institution's progress in producing equitable educational outcomes for underrepresented and underserved minority students. The findings that emerge are distributed along both formal and informal channels to the larger campus community. The ongoing focus on the institution's responsibility to students differs from the traditional data focus on topics of efficiency and allows for greater campus ownership of student outcomes data. (p. 70-72).

(Continued on Page 5)

Diversity Planning and Equity at SNC: Exploring the Equity Scorecard Approach

(Continued from Page 4)

As indicated in the quote above, diversity *planning* enters once baselines are established, sources of inequities are identified, improvement targets are determined, and equity is defined. Thus “equity scorecard” refers to a comprehensive process, not just a data table, which includes compiling and analyzing data, identifying issues and instances of inequity, determining sources of inequity, establishing baselines, sharing findings, planning a remediation, and monitoring future progress. (Bensimon, 2004, 2012; Bensimon and Hanson, 2012; Harris III and Bensimon, 2007).

References

Bensimon, E. M. (2004 January/February). The diversity scorecard: A learning approach to institutional change. *Change*, 36 (1), 44-52.

Bensimon, E.M. (2012). The equity scorecard theory of change. In Bensimon, E. & Malcom, L. (Eds.), *Confronting equity issues on campus: Implementing the equity scorecard in theory and practice* (p. 17-44). Sterling, VA: Stylus.

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Varsity Athletics and Academic Performance at SNC: An Exploratory Study

by Catherine March, OIE Research Assistant
and Mathematics Major

The purpose of this study was to examine the relationship between varsity athletes and their academic performance at St. Norbert College as part of a Staff/Student collaboration project. “Varsity” was defined as the 20 teams listed on the SNC Athletic webpage. Academic variables analyzed were High School GPA, ACT Composite, Fall & Spring semester SNC GPA, and credits attempted & earned in the year 2011-2012. We evaluated the statistical reliability of mean (average) differences using the *t*-test. Because the distributions of some variables in our study were clearly not normal, it is possible that the assumptions associated with the *t*-test were not met. Therefore, we confirmed *t*-test results with the nonparametric Mann-Whitney test.

First, we tested the six variables for varsity students versus all others. The results show ACT Comp, Fall GPA, Spring GPA, and Cred Att., as statistically reliable, with varsity students scoring somewhat lower than others. Table 1 below provides the results. Statistically reliable differences are in **bold face**.

All 2011-2012 FT Students						
	HS GPA	ACT COMP	FALL GPA	SPRING GPA	CRED Att.	CRED Earn.
Varsity N=423	3.44	23.97	3.00	3.05	32.43	31.17
All Others N=1381	3.44	24.67	3.16	3.18	32.82	31.49

Table 1

Because of the imbalance of gender groups (larger group of male athletes (60%) than females athletes (40%) while the total student population shows the opposite), we created gender groups, analyzing each separately.

Gender Ratio		
	Varsity	Other
Female	40%	63%
Male	60%	37%

Table 2

When the same six variables were examined, we found statistically reliable differences in Fall GPA for women athletes vs. all other women and in *ACT Comp* and *Credits Attempted* for men, athletes again scoring slightly lower than other students.

We also noted an unequal distribution of upper- and lower biennium students; for varsity athletes, the ratio of Lower to Upper Classmen was ~70/30, while for other students it was ~57/43.

Year-In-School		
	Lower Classmen	Upper Classmen
Varsity	71.30%	29.30%
Other	57.50%	42.50%

Table 3

We therefore chose to dissect the gender groups into class years (Freshman, Sophomores, Juniors, and Seniors) and re-ran our analyses.

Results for women are as follows:

- Fall GPA was lower for varsity Freshman
- Varsity Sophomores were lower in Fall GPA and Spring GPA
- Varsity Sophomores were higher than other students in Cred Att

(Continued on Page 6)

Varsity Athletics and Academic Performance at SNC: An Exploratory Study

(Continued from page 5)

Results for men were:

- ACT Composite score was lower for varsity athletes in all years with the exception of Sophomores.

Conclusions

Findings from the 2011-2012 Academic Year suggest that varsity athletes and students not participating in varsity athletics during that year were comparable on most academic variable measures. The exceptions are reported above. The statistically reliable differences found yielded effect sizes of approximately 0.20. A statistical effect size of this magnitude is conventionally described as "small."

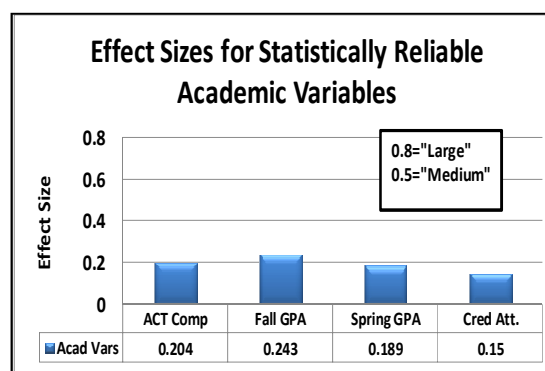


Chart 1

There are some obvious limitations to our study. We analyzed a single year of data and did not distinguish among different types of varsity sports or the semesters in which they are played. Future studies should combine a number of academic years (perhaps using every third academic year to reduce the number of students who are in our sample more than once). A combined years sample would also make it possible to study individual varsity sports, if desired.

Comparison of Varsity Athletes vs All other Students, 2011-2012

All 2011-12 FT Students	HS GPA	ACT COMP	FALL GPA	SPRING GPA	CRED Att.	CRED Earn.
Varsity N=423	3.44	<u>23.97</u>	<u>3.00</u>	<u>3.05</u>	<u>32.43</u>	31.17
All Others N=1381	3.44	<u>24.67</u>	<u>3.16</u>	<u>3.18</u>	<u>32.82</u>	31.49

WOMEN						
Total Women: 1046	HS GPA	ACT COMP	FALL GPA	SPRING GPA	CRED Att.	CRED Earn.
Varsity N=166	3.59	24.41	<u>3.14</u>	3.22	32.60	31.57
Others N=880	3.53	24.61	<u>3.25</u>	3.30	32.84	31.74

Numbers in tables are averages (means). Varsity vs. All Others averages in *italics* are significantly different from each other at ($p < .05$).

MEN						
Total Men: 758	HS GPA	ACT COMP	FALL GPA	SPRING GPA	CRED Att.	CRED Earn.
Varsity N=257	3.33	<u>23.68</u>	2.92	2.95	<u>32.32</u>	30.91
Others N=501	3.29	<u>24.77</u>	3.00	2.97	<u>32.79</u>	31.06